


Presentation to the Michigan House Education Committee  
February 16, 2011




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Cut Scores on the MEAP and MME

Michigan School Accreditation & Accountability System


MEAP and MME



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Increasing the Rigor of  
Performance Expectations for  
Michigan Public School Students


MEAP and MME Cut Scores



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- The State Board of Education recently approved...
  - Raising the cut scores on MEAP and MME
  - To represent college readiness (on MME)
  - To represent being on track to college readiness (on MEAP)

MEAP and MME Cut Scores



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- Timeline
  - Design the statistical methods to identify MME and MEAP cut scores with expert partners
    - MDE Psychometric Staff
    - ACT Measurement Research Staff
    - National Center for Education Achievement Staff
    - MDE Technical Advisory Committee (of national experts in psychometrics & statistics)
    - Other experts as appropriate
  - Data from universities in May, 2011
  - Analysis in the May-June, 2011 timeframe
  - Return to the State Board for final approval of cut scores in the June-August 2011 timeframe
  - Implement new cut scores for the Fall 2011 MEAP and Spring 2012 MME

## MEAP and MME Cut Scores



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### • Impact

- Percents passing the state tests will decrease significantly, because
  - ✦ Current MEAP cut scores represent acquisition of basic skills rather than being on track to college readiness
  - ✦ Current MME cut scores represent acquisition of basic skills rather than being college ready
- Percents of schools making Adequate Yearly Progress will decrease significantly
  - ✦ A more accurate picture of the preparation students are receiving in each school for the next level of education

## MEAP and MME Cut Scores



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### • Impact

#### ○ Trend data will be disrupted

- ✦ MDE will apply new cut scores to MEAP and MME data from previous years
  - Allows schools to follow what the trend has been with the old cut scores
  - Allows schools to follow what the trend *would have been* had the new cut scores been in place since the beginning
  - Application of new cut scores to past data will not count, but will be for informational purposes only

## MI-SAAS



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Why It Is Needed

Why It Is Fair

How It Will Work

## MI-SAAS: Why it is Needed and Why it is Fair



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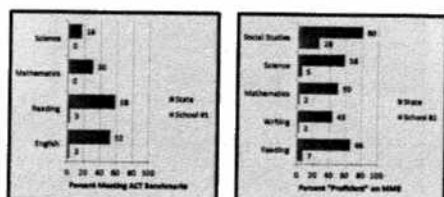
### • Six profiles of schools

- Three profiles
  - ✦ Demonstrating the urgent need for MI-SAAS
  - ✦ Exceedingly low performing schools that are accredited under the current system
- Three corresponding profiles
  - ✦ Demonstrating MI-SAAS' fairness
  - ✦ Appropriately accrediting reasonably performing high poverty schools
- All six profiles are of schools in the Middle Cities districts

MI-SAAS: Why it is *Needed*

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- School Profile #1 (A High School)
  - Performs worse than 100% of schools in the state on reading and mathematics achievement and improvement
  - Graduates 79% of its students

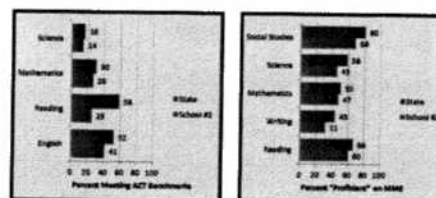


- This school is currently Accredited
- This school is anticipated to be Unaccredited under MI-SAAS

MI-SAAS: Why it is *Fair*

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- School Profile #2 (A High School) – Fordson High (Dearborn)
  - Performs better than 50% of schools in the state on reading and mathematics achievement and improvement
  - Graduates 84% of its students

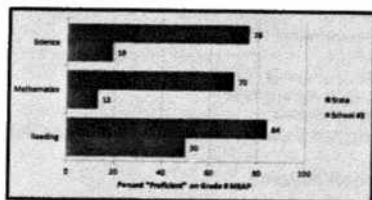


- This school is currently Accredited
- This school is anticipated to remain Accredited under MI-SAAS

MI-SAAS: Why it is *Needed*

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- School Profile #3 (A Middle School)
  - Performs worse than 99% of schools in the state on reading and mathematics achievement and improvement

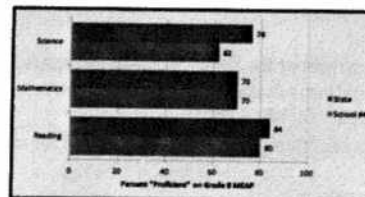


- This school is currently Accredited
- This school is anticipated to be Unaccredited under MI-SAAS

MI-SAAS: Why it is *Fair*

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- School Profile #4 (A Middle School) – Ferndale Middle School
  - Performs better than 56% of schools in the state on reading and mathematics achievement and improvement



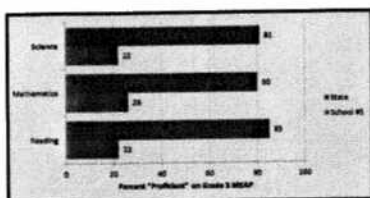
- This school is currently Accredited
- This school is anticipated to remain Accredited under MI-SAAS

### MI-SAAS: Why it is *Needed*



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- School Profile #5 (An Elementary School)
  - Performs worse than 99% of schools in the state on reading and mathematics achievement and improvement



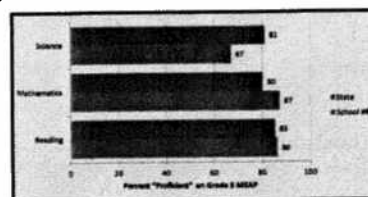
- This school is currently Accredited
- This school is anticipated to be Unaccredited under MI-SAAS

### MI-SAAS: Why it is *Fair*



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- School Profile #5 (An Elementary School)
  - Performs better than 68% of schools in the state on reading and mathematics achievement and improvement



- This school is currently Accredited
- This school is anticipated to Remain Accredited under MI-SAAS

### MI-SAAS: How It Will Work



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- Three levels of accreditation (named in state statute)
  - Accredited
  - Interim Accredited
  - Unaccredited
- Schools unaccredited for three consecutive years are subject to sanctions that the State Superintendent may elect to apply (MCL 380.1280)
- There are no sanctions (other than publicity) for schools that are...
  - Interim accredited
  - Unaccredited for less than three consecutive years

### MI-SAAS: How It Will Work



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- Anticipated impact of MI-SAAS:
  - Middle Cities
    - 17% of schools unaccredited
    - 30% of schools interim accredited
    - 52% of schools accredited
  - State
    - 6% of schools unaccredited
    - 14% of schools interim accredited
    - 80% of schools accredited
- Greater anticipated impact in Middle Cities than the rest of the state
  - An appropriate outcome
  - Generations of students are receiving inadequate educational preparation for future success in many (but not all) of the Middle Cities school districts

## MI-SAAS: How It Will Work



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- Three components

1. Factors other than student performance on state tests

- Do 100% of staff hold Michigan certification?
  - Annual School Improvement Plan published?
  - Required curricula offered? (Grade level content expectations in grades K-8; Michigan Merit Curriculum in grades 9-12)
  - Is a fully compliant Annual Report published?
  - Have the School Performance Indicators or equivalent been submitted?
  - Are literacy and math tested annually in grades 1-5?
  - Is the attendance rate 90% or above (for schools without a graduation rate)?
  - If the school was selected to participate in NAEP, did it do so?
  - Did the school test 95% of all students in every tested content area?
- Answering “no” to any question two years in a row drops the accreditation status one level. It is not required that the “no” be the answer to the same question in both years.

## MI-SAAS: How It Will Work



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- Three components

2. School position on a top-to-bottom ranking of all schools

- Uses a performance index for each content areas, which includes:
  - $\frac{1}{3}$  from student achievement
    - Higher achievement results in higher rankings
  - $\frac{1}{3}$  from improvement in student achievement over time
    - Larger improvements results in higher rankings
  - $\frac{1}{3}$  from the largest achievement gap among subgroups
    - Larger achievement gaps result in lower rankings
- Includes graduation rate and improvement in graduation rate for high schools
- Performance indices for all content areas and graduation rate are combined into an overall school score and ranking

## MI-SAAS: How It Will Work



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- Three components

3. Appearance on the list of persistently lowest achieving (PLA) schools

- Based on reading and mathematics achievement
- Based on state legislation
- Based on federal guidance and legislation

## MI-SAAS: Revisions Since the Previous Hearing




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- Stakeholder feedback suggested that AYP should be removed from MI-SAAS

- AYP has been removed from MI-SAAS
- Largest achievement gap has been added to the school ranking to maintain the focus on subgroup achievement


MI-SAAS: Revisions Since the Previous Hearing



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- Stakeholder feedback that graduation rate is an important outcome and should be added to the school rankings
  - Graduation rate has been removed from the “factors other than performance on state tests” portion of MI-SAAS
  - Graduation rate and improvement in graduation rate has been added to the school ranking

MI-SAAS: Revisions Since the Previous Hearing



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- Stakeholder feedback suggested that at some time in the future, MI-SAAS could identify a school adequately preparing its students as unaccredited
- Sunset clause added to prompt revision before low ranked schools could be considered to be performing adequately
  - “MI-SAAS will be revised when at least 80% of students are scoring proficient or higher in at least 80% of Michigan schools, with proficiency cut scores tied to college and career readiness or being on track to college and career readiness.”
- Does not preclude revision before that time